

Report of Program Accreditation Recommendations

April 14, 2010

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. In addition the report provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status and programs that have been “Withdrawn” by the institution.

Staff Recommendation - Panel Review

That the Committee on Accreditation grant initial accreditation to the following preparation program(s), as recommended by the appropriate reviewers.

A. Programs for Approval by the Committee on Accreditation

Each institution identified below has responded fully and appropriately to the adopted standards and preconditions by preparing a program proposal that describes how each standard and precondition is met and that includes appropriate supporting evidence. The appropriate reviewers following the procedures adopted by the Committee on Accreditation have read each program proposal. Each program has been judged to meet all standards and preconditions and is recommended for initial accreditation.

Program(s) of Professional Preparation for the Career and Technical Education Credential ***San Joaquin County Office of Education***

The Career and Technical Education credential program offered at the San Joaquin County Office of Education (SJCOE CTE Credential Program), within the Teacher Development Department, successfully recruits candidates, including under-represented minority groups, to teach career technical education to 7-12th grade students in the public school setting. Within the San Joaquin County Office of Education

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Program(s) of Professional Preparation for the Bilingual Authorization

California State University, Fullerton (Spanish)

The bilingual authorization program at CSU Fullerton serves to prepare Multiple Subject and Single Subject candidates for the Spanish bilingual authorization, as well as provides credentialed teachers the opportunity to earn the Spanish bilingual authorization. Two courses, one with a focus on culture (EDEL/EDSC 541 Culture and Education of Latino Students) and the other with a focus on methodology (EDEL/EDSC 446 Methods and Inquiry for Bilingual Teachers) serve as the program anchor, along with a five- or eight-week student teaching placement and/or fieldwork in a bilingual setting. The bilingual authorization program follows the same cohort structure and sequence in place for all credential candidates at CSU Fullerton (two- or three-semester program). The additional course work, as described above, is taken in the middle or at the end of the credential program. Credentialed teachers may enroll in these courses in order to earn the bilingual authorization.

California State University Stanislaus (Spanish, Lao, Hmong, Khmer, Portuguese, Vietnamese, Punjabi and Arabic)

The Department of Teacher Education at CSU Stanislaus serves a diverse service area in the San Joaquin Valley. The student body at CSU is approximately 8,000 students and the College of Education awards approximately 400 credentials annually. The bilingual preliminary multiple and single subject credentials will offer authorizations in Spanish, Lao, Hmong, Khmer, Portuguese, Vietnamese, Punjabi and Arabic. The program model is concurrent in that the students will earn the preliminary credential with bilingual authorization. The bilingual standards have been embedded throughout the credential program courses. For Spanish, students have the option of meeting the standards of target language and culture by completing coursework in which the program standards have been integrated, or through passage of the CSET LOTE examinations in language and culture. All other language groups will demonstrate competence through the commission-approved examinations.

Program(s) of Professional Preparation for the Education Specialist Clear Credential Program

North Coast BTSA (Sonoma County Office of Education)

The North Coast Beginning Teacher Program (NCBTP) is a regional consortium comprised of six county offices of education, multiple universities, and over 100 school districts and charter schools throughout Del Norte, Humboldt, Lake, Mendocino, Nevada and Sonoma Counties. The NCBTP administers the CCTC approved Paraprofessional, Intern and Induction Programs across the region, allowing for complete integration and alignment of services along the Learning To Teach Continuum, as well as a wise use of resources. The consortium design is purposeful with the goal of meeting the needs of all Participating Teachers and multiple co-sponsors.

Those participating teachers who have successfully completed the Education Specialist Clear Credential Program receive a recommendation to the California Commission on Teacher Credentialing for a Clear Education Specialist Credential.

Program(s) of Professional Preparation for Multiple and Single Subject BTSA Induction

Cupertino Union School District BTSA Induction Program

Cupertino Union School District (CUSD) is located in the heart of Silicon Valley within Santa Clara County. It is a high performing school district with 18,000 students and 25 school sites. Cupertino is a growing district with an increase in population every year of between 200-400 students. Over the past 5 years CUSD has hired over 350 beginning teachers and provided them with BTSA Induction support through its ten-year relationship with Silicon Valley New Teacher Project and the New Teacher Center.

The Cupertino Union School District's BTSA Induction Program provides 2-3 classroom teachers at each school site as Support Providers. These classroom teachers provide mentor and coaching, as well as NTC FAS (New Teacher Center's Formative Assessment System) support for all of the beginning teachers at their sites. In addition, the program provides two District Advisors and 4 Teachers on Special Assignment at the district level as additional layers of support for both the site Support Providers and the beginning teachers. Research indicates that beginning teachers are successful and continue in the teaching profession based upon the quality and quantity of support that they receive in their first few years of teaching. Cupertino's BTSA Induction Program ensures its beginning teachers experience the necessary support to remain in the teaching profession and acquire strategies to continually improve their teaching practice over time, in addition to clearing their preliminary teaching credential.

Program(s) of Professional Preparation for the Preliminary Administrative Services Credential

Fielding Graduate University

Fielding Graduate University's Instructional and Educational Leadership Development Preliminary Administrative Services Credential, the FIELD PASC, is designed to prepare prospective administrators in the principles of leadership practice as well as a broader understanding and world-view of schooling. Each prospective administrator will develop a strong conceptual knowledge of how students learn and the leadership and management actions necessary to support student learning. Each will examine contemporary leadership practices and school policies related to fundamental educational issues, theories and research. Each will experience in-depth fieldwork experiences to link their learning to practical situations by applying the knowledge and skills necessary to provide an effective learning environment for students and schools. The fieldwork experience will offer a wide range of leadership and administrative responsibilities as well as the development and acquisition of leadership and administrative skills, in support of student learning.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

With the Commission's revised Accreditation System that has on-going accreditation activities, the process whereby programs transition to updated program standards has been modified. If the recently updated program standards are closely aligned with the prior standards, programs will transition to the updated standards and be reviewed through the routine accreditation activities. If the new program standards differ significantly from the prior standards, a prospective program

will complete the Initial Program Review (IPR) process prior to operation of the program. The recently adopted standards for the Education Specialist Clear Credential Programs are significantly different from the prior six Level II standards and all prospective Clear Credential programs will complete the IPR process and come to the COA for approval.

At this time, the Education Specialist programs are transitioning to the recently adopted standards. An institution which operated one or more Education Specialist programs under the 1997 standards was required to notify the Commission as to the date when all of its Education Specialist programs would operate under the revised standards. The transition dates for the Level I to Preliminary programs must be between January 1, 2010 and September 30, 2011. In addition, the new Education Specialist Added Authorization programs may be offered based on a prior approved program that contained the same content—an agenda item will be on the agenda for the May 2010 COA meeting

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

Education Specialist—Added Authorizations: Autism Spectrum Disorders

CSU Dominguez Hills
University of California Riverside
Azusa Pacific University
Brandman University
National University
San Joaquin County Office of Education Project Impact
CSU San Bernardino
Touro University

Education Specialist—Added Authorizations: Emotional Disturbance

Azusa Pacific University

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

California State University, San Bernardino

Multiple Subject Credential (SB2042), February 1, 2010.

The *University of LaVerne*

Professional Clear Administrative Services Credential, February 1, 2010.

Lodi Unified School District

BTSA Induction Program, February 1, 2010.

Chapman University

Preliminary Administrative Services Credential, June, 2011.
Preliminary Administrative Services Internship, January, 2010.
Multiple Subject Internship, January, 2010.
Single Subject Internship, June, 2010.
Reading Certificate Program, August, 2010.
CTEL/CLAD Program, January, 2010.

D. Professional Preparation Programs(s) Requesting Reactivation

When an approved program has requested to on *Inactive* status, the program must return to the COA to request to be *Reactivated*. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.

Staff will review all requests for to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request. Prior to the April 2010 COA meeting, no program has requested reactivation.

University of California, Riverside: Education Specialist: Moderate to Severe Level I

UCR's Moderate to Severe, Level I program was inactivated for the 2009-10 year. UCR is requesting reactivation for the 2010-2011 year and is currently planning its transition to the updated program standards. In Spring 2008 UCR hosted an accreditation site visit and the Education Specialist: Moderate to Severe Level I program was found to meet all program standards. UCR is in the Blue cohort and is now in Year 1 of the accreditation cycle with a Biennial Report due in fall 2010. Since the Education Specialist: MM program has no current candidates, there would be no Biennial Report submitted. The transition period for all Education Specialist programs began on January 1, 2010 and all programs must complete the transition process by fall 2011.

Staff Recommendation

Since the transition period for the Education Specialist programs is until fall 2011 and it has been less than one year since UCR's Education Specialist: Moderate to Severe program was inactivated, staff recommends the COA grant the request to reactivate the UCR Education Specialist: Moderate to Severe Level I program without requesting any additional information.

E. Recommendation about the Withdrawal of Professional Preparation Program

The items listed below are for notification purposes only. No action is needed. When an institution withdraws an educator preparation program the institution must wait a minimum of

two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Downey Unified School District BTSA Induction Program